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IMPACT OF TEACHERS BEHAVIOUR ON THE ACADEMIC ACHIEVEMENT OF THE STUDENTS AT COLLEGE LEVEL WITH SPECIAL REFERENCE TO JAMMU DIVISION OF J&K STATE

Mohd Zubair Kales, Ph.D

Associate Professor (Education)

Jyoti Parihar, Ph.D

Sr. Assistant Professor (Botany), Govt. College of Education, Canal Road-JAMMU

Abstract

The major purpose of the study is to investigate the impact of teacher's behaviour on the academic achievement of the college students in Jammu. The main objectives of the study were (i) to highlight the present status of colleges in Jammu, (ii) to investigate the behaviour of the college teachers in Jammu (iii) to examine the academic achievement of the college students as a result of teacher's behaviour (iv) to highlight the causes which affect academic achievement of the college students (v) to sort out the relationship between the teacher's behaviour and academic achievement (vi) to recommend strategies for the improvement of teachers behaviour. All the working college teachers along with the students of colleges were the population of this study. A random sampling technique was used for selection of the sample. Public colleges were included in the sample, further teachers and students from each college were also randomly selected as the sample of the study. Two questionnaires, one for college teachers and other for college students were developed for the collection of data. Collected data were tabulated analyzed and interpreted in the light of objectives of the study by applying statistical tools of chi-square and Pearson's Product – Moment coefficient of correlation(r). The level of significance

was 0.05. Main conclusions of the study were, expansion of the colleges was financed properly; highly qualified teachers ratio was very low. at the time of their recruitment.

Introduction: Behaviour is a description of observable outcome of teacher and student performance in different activities of institutions. Behaviour may be positive or negative and effective or ineffective. Effective behaviour produces the requisite results. Behaviour is an action, which is different at different time. There are three types of behaviour, thinking, feeling and doing. Mostly behaviour is also known as cognitive, affective and psychomotor. Cognitive behaviour involves the learner in thinking process, remembering, evaluating and problem solving. Affective behaviour values the learner's feelings and attitudes. Psychomotor behaviour is those involving the learner, in some kind of muscular activity. The way in which the teacher allocates time to spend on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions. A good teacher is expected to be committed to his work, would have the ability to take the initiative. Teacher's personality in the attitudinal sense is a significant factor in teacher's behaviour and it has great impact on student's achievement. The teachers as a professional must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively. The main purpose of this study is to investigate the impact of teacher's behaviour on the academic achievement of college students. Therefore, it is very important to find the characteristics of teacher's behaviour, attitudes, knowledge, skills and its impact on the academic achievement of the college students in Jammu. Therefore, at college level teacher's positive behaviour, interaction with students, professional competencies, teaching skills, parental involvement, students own capabilities and college environment, all play critical role for strengthening the potential required for better academic achievement of college students.

So present study was designed to sort out the relationship between teacher's behaviour and academic achievement of college students, the study has significance for both future professional practice and further research for other levels. The results of this study explore information that would enable college administrators and helping the teachers to achieve skills, needed to succeed in colleges. College students may use the results to increase their understanding of what types of study habits and organizational skills are important for college academic achievement

Objectives Of The Study:

To highlight the present status of colleges in Jammu.

To investigate the behaviour of college teachers in Jammu.

To find out the causes which affect on the academic achievement of college students

To sort out the relationship between the teacher's behaviour and academic achievement.

Research Methodology: Following procedure was adopted for this study. The study was descriptive in nature.

Population: Population of the study was comprised of all the teachers and students of different colleges. The teachers and students of these colleges were the target population.

Sample: The sample of the study was 1875, consisted of 375 teachers and 1500 students from colleges randomly selected and cluster sampling type was used for sampling. The sampling procedure used as follows:

i) Fifteen colleges with five departments from each were selected through simple random sampling

ii) From each cluster, 25 teachers and 100 students were randomly chosen.

iii) A sample of 375 teachers and 1500 students was drawn in such a way that five teachers and twenty students from each department of sample Colleges were selected randomly for collection of data.

Research Instruments: As the study was descriptive in nature therefore two questionnaires were used to collect data, one questionnaire for teachers and the other for students. Researcherss developed these questionnaires by using five-point Likert scale on the basis of literature, related studies and under the guidance of supervisor.

Table: 1a. Reliability of teacher's behaviour scale viewed by teachers themselves

No. of items Alpha 490.838

Table: 1b. Reliability of teacher's behaviour scale viewed by students

No. of items	Alpha
38	0.847

On the basis of pilot testing of questionnaires, 49 items of teacher's questionnaire and 38 items of student's questionnaire were finalized. Moreover, three open-ended items in teacher's questionnaire and two open-ended items in student's questionnaire were included.

Data Collection: In order to get data from the respondents through the above instruments, the researchers visited the sample colleges personally and administered the questionnaires to the sample teachers and students. They were thoroughly briefed about the procedure of filling the questionnaire. Those statements that were responded disagree and strongly disagree by majority of the respondents were considered as negatively accepted, although these were accepted. There was another type of statements that were accepted but these were considered reverse or negative due to negative meaning hidden in it (see statements of Tables 14, 27, 28, 40, 42, 58, 72, 76, 80, 83 and 97).

Scoring: Rating the responses on the basis of following scoring procedure items of the questionnaires were scored Strongly Agree as 5, Agree as 4, Un-decided as 3, Disagree as 2, Strongly Disagree as 1. However, the scoring was reversed for the negatively stated teacher questionnaire items nos. 2, 15, 16, 28, 30 and 46 and student's questionnaires items nos. 8, 12, 16, 19 and 33 by using following scoring procedure: Strongly Agree as 1, Agree as 2, Undecided as 3, Disagree as 4, Strongly Disagree as 5. After scoring the items, the scores of the individual items were added to get the teacher's behaviour scores.

Data Analysis: Data collected through the above-mentioned research instruments were tabulated analyzed and interpreted in the light of the objectives of the study. All negatively accepted statements were elaborated and discussed under the tables 14, 27, 28, 40, 42, 58, 72, 76, 80, 83 and 97 to draw the item wise conclusions. Open comments of both the teachers and students were prioritized from 1 to 6 or 1 to 7 stages. The first priority was included in the conclusion. The most suitable statistical tools like chi-square and Pearson's Product- Moment Coefficient of Correlation(r) were used for getting the results.

Responses Of Teachers

Table 3: Teachers feel proud to be called as teacher.

	SA	A	UD	DA	SDA	Total	X2
Responses	313	62	-	-	-	375	982.5*
Percentage	83.46	16.53	100				

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 3 shows that the calculated x2 value was found to be 982.5, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers feel proud to be called as teacher,” is accepted.

Table 4: Teachers consider that teaching job is their last choice.

	SA	A	UD	DA	SDA	Total	X2
Responses	19	81	-	153	122	375	227.86*
Percentage	5.06	21.6	-	40.8	32.53	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 4 shows that the calculated x2 value was found to be 227.86, which is greater than the table value at 0.05 level. Since the trend of responses was found towards negative, the statement, “Teachers consider that teaching job is the last choice,” is negatively accepted

Table 5: Teachers prefer this profession for their children and other family members

	SA	A	UD	DA	SDA	Total	X2
Responses	28	254	47	46	-	282	553.32*
Percentage	7.46	67.73	12.53	12.26	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 5 shows that the calculated x2 value was found to be 553.32, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers prefer this profession for their children and other family members,” is accepted.

Table 6: Teachers adjust him/her self with the prevailing situation and circumstances of the college.

	SA	A	UD	DA	SDA	Total	X2
Responses	156	194	25	-	-	375	459.62*
Percentage	41.6	51.73	6.66	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 6 shows that the calculated x2 value was found to be 459.62, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers adjust him/her self with the prevailing situation and circumstances of the college, ” is accepted.

Table 7: Teachers strive for continuous improvement in their knowledge and skills

	SA	A	UD	DA	SDA	Total	X2
Responses	233	142	-	-	-	375	617.7*
Percentage	62.1	37.86	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 7 shows that the calculated x2 value was found to be 617.7, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers strive for continuous improvement in their knowledge and skills, " is accepted.

Table 8: Teachers adequately prepare their lesson before going to class daily.

	SA	A	UD	DA	SDA	Total	X2
Responses	185	190	-	-	-	375	562.66*
Percentage	49.33	50.66	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 8 shows that the calculated x2 value was found to be 562.66, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers adequately prepare their lesson before going to class daily, " is accepted.

Table 9: Teachers use different teaching aids other than white/ Black -board properly

	SA	A	UD	DA	SDA	Total	X2
Responses	129	246	-	-	-	375	653.76*
Percentage	34.4	65.6	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 9 shows that the calculated x2 value was found to be 653.76, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers use different teaching aids other than white/ Black -board properly," is accepted.

Table 10: Teachers make the teaching effective with different teaching techniques.

	SA	A	UD	DA	SDA	Total	X2
Responses	171	204	-	-	-	375	569.76*
Percentage	45.6	54.4	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 10 shows that the calculated x2 value was found to be 569.76, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers make the teaching effective with different teaching techniques, " is accepted.

Table 11: Teachers consult latest researches in relevant field of teaching.

	SA	A	UD	DA	SDA	Total	X2
Responses	99	184	-	32	60	375	268.74*
Percentage	26.6	49.06	-	8.53	16	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 11 shows that the calculated x2 value was found to be 268.74, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers consult latest researches in relevant field of teaching," is accepted.

Table 12: Teachers listen to the students with patience and tolerance and guide students in spare time.

	SA	A	UD	DA	SDA	Total	X2
Responses	269	106	-	-	-	375	739.62*
Percentage	71.73	28.26	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 12 shows that the calculated x2 value was found to be 739.62, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers listen to the students with patience and tolerance and guide students in spare time," is accepted.

Table 13: Teachers enjoy friendly relation with students.

	SA	A	UD	DA	SDA	Total	X2
Responses	251	124	-	-	-	375	670.06*
Percentage	66.93	33.06	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 13 shows that the calculated x2 value was found to be 670.06, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers enjoy friendly relation with students," is accepted.

Table 14: Teachers use the library and also encourage to the students.

	SA	A	UD	DA	SDA	Total	X2
Responses	222	120	-	33	-	375	540.12*
Percentage	59.2	32	-	8.8	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 14 shows that the calculated x2 value was found to be 540.12, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers use the library and also encourage to the students," is accepted.

Table 15: Teachers solve teaching learning problems through action research.

	SA	A	UD	DA	SDA	Total	X2
Responses	100	143	36	82	14	375	140.52*
Percentage	26.67	38.13	9.6	21.86	3.73	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 15 shows that the calculated x2 value was found to be 140.52, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers solve teaching learning problems through action research," is accepted.

Table 16: Teachers use question answer technique properly.

	SA	A	UD	DA	SDA	Total	X2
Responses	188	187	-	-	-	375	337.5*
Percentage	50.13	49.86	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 16 shows that the calculated x2 value was found to be 337.5, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers use question answer technique properly," is accepted.

Table 17: It's easy for teachers to make effective eye contact and pass smile to students in the class.

	SA	A	UD	DA	SDA	Total	X2
Responses	-	-	5	207	163	375	550.91*
Percentage	-	-	1.33	55.2	43.46	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 17 shows that the calculated x2 value was found to be 550.91, which is greater than the table value at 0.05 level. Since the trend of responses was found towards negative, the statement, "It's easy for teachers to make effective eye contact and pass smile to students in the class," is negatively accepted.

Table 18: White–board left unclean by the previous teacher upset teaching mood.

	SA	A	UD	DA	SDA	Total	X2
Responses	70	160	23	21	101	375	181.30*
Percentage	18.66	42.66	6.13	5.6	26.93	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 18 shows that the calculated x2 value was found to be 181.30, which is greater than the table value at 0.05 level. Hence, the statement, "White–board left unclean by the previous teacher upset teaching mood," is negatively accepted.

Table 19: Teachers show interest and respect to all the students.

	SA	A	UD	DA	SDA	Total	X2
Responses	221	154	-	-	-	375	592.42*
Percentage	58.93	41.06	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 19 shows that the calculated x2 value was found to be 592.42, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers show interest and respect to all the students," is accepted.

Table 20: Teachers use different evaluation techniques during teaching.

	SA	A	UD	DA	SDA	Total	X2
Responses	188	150	-	37	-	375	414.5*
Percentage	50.13	40	-	9.86	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 20 shows that the calculated x2 value was found to be 414.5, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers use different evaluation techniques during teaching," is accepted.

Table 21: Teachers maintain freedom and security in the classroom.

	SA	A	UD	DA	SDA	Total	X2
Responses	102	273	-	-	-	375	757.47*
Percentage	27.2	72.8	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 21 shows that the calculated x2 value was found to be 757.47, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers maintain freedom and security in the classroom," is accepted.

Table 22: Teachers maintain student's attention and interest during the lesson.

	SA	A	UD	DA	SDA	Total	X2
Responses	129	246	-	-	-	375	653.76*
Percentage	34.4	65.6	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 22 shows that the calculated x2 value was found to be 653.76, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers maintain student's attention and interest during the lesson," is accepted.

Table 23: Teachers use different motivational techniques.

	SA	A	UD	DA	SDA	Total	X2
Responses	125	210	-	34	6	375	396.3*
Percentage	33.33	56	-	9.06	1.6	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 23 shows that the calculated x2 value was found to be 396.3, which is greater than the 71 table value at 0.05 level. Hence, the statement, “Teachers use different motivational techniques,” is accepted.

Table 24: Teachers value the facial and bodily postures of students to judge whether they are interested in learning or not.

	SA	A	UD	DA	SDA	Total	X2
Responses	133	195	47	-	-	375	397.3*
Percentage	35.46	52	12.53	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 24 shows that the calculated x2 value was found to be 397.3, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers value the facial and bodily postures of students to judge whether they are interested in learning or not,” is accepted.

Table 25: Teachers award marks in the examination fairly to all the students.

	SA	A	UD	DA	SDA	Total	X2
Responses	248	127	-	-	-	375	660.1*
Percentage	66.13	33.86	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 25 shows that the calculated x2 value was found to be 660.1, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers award marks in the examination fairly to all the students,” is accepted.

Table 26: Teachers like to engage their income-generating activities after duty timing.

	SA	A	UD	DA	SDA	Total	X2
Responses	77	123	81	94	-	375	111.063*
Percentage	20.53	32.8	21.6	25.06	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 26 shows that the calculated x2 value was found to be 111.063, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers like to engage their income-generating activities after duty timing,” is accepted.

Table 27: The results of the students are most important factor in deterring the competence of teachers.

	SA	A	UD	DA	SDA	Total	X2
Responses	73	144	77	58	23	375	103.486*
Percentage	19.46	38.4	20.53	15.46	6.13	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 27 shows that the calculated x2 value was found to be 103.486, which is greater than the table value at 0.05 level. Hence, the statement, "The result of the students are most important factor in determining the competence of teachers," is accepted.

Table 28: Teachers participate in co-curricular activities of the college.

	SA	A	UD	DA	SDA	Total	X2
Responses	53	297	25	-	-	375	813.57*
Percentage	14.13	79.2	6.66	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 28 shows that the calculated x2 value was found to be 813.57, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers participate in co-curricular activities of the college," is accepted.

Table 29: Teachers relate the subject matter with lives of the students.

	SA	A	UD	DA	SDA	Total	X2
Responses	141	193	41	-	-	375	409.14*
Percentage	37.6	51.46	10.93	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 29 shows that the calculated x2 value was found to be 409.14, which is greater than the table value at 0.05 levels. Hence, the statement, "Teachers relate the subject matter with lives of the students," is accepted.

Table 30: Private tuition is professional dishonesty.

	SA	A	UD	DA	SDA	Total	X2
Responses	97	143	-	110	25	375	192.76*
Percentage	25.86	38.13	-	29.33	6.66	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 30 shows that the calculated x2 value was found to be 192.76, which is greater than the table value at 0.05 level. Hence, the statement, "Private tuition is professional dishonesty," is negatively accepted.

Table 31: Teachers are respected more than others.

	SA	A	UD	DA	SDA	Total	X2
Responses	49	144	-	153	29	375	256.82*
Percentage	13.06	38.4	-	40.8	7.73	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 31 shows that the calculated x2 value was found to be 256.82, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers are respected more than others," is accepted.

Table 32: Teachers are responsible for the declining standard of education.

	SA	A	UD	DA	SDA	Total	X2
Responses	33	142	41	104	55	375	115.32*
Percentage	8.8	37.86	10.93	27.73	14.66	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 32 shows that the calculated x2 value was found to be 115.32, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers are responsible for the declining standard of education," is negatively accepted.

Table 33: Teachers stick to the time table.

	SA	A	UD	DA	SDA	Total	X2
Responses	99	237	39	-	-	375	524.88*
Percentage	26.4	63.2	10.4	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 33 shows that the calculated x2 value was found to be 524.88, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers stick to the time table," is accepted.

Table 34: Teachers insist on cleanliness and orderliness in the classroom.

	SA	A	UD	DA	SDA	Total	X2
Responses	120	229	26	-	-	375	554.55*
Percentage	32	61.06	6.93	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 34 shows that the calculated x2 value was found to be 554.55, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers insist on cleanlines and orderliness in the classroom," is accepted.

Table 35: Teachers treat students without discrimination.

	SA	A	UD	DA	SDA	Total	X2
Responses	175	127	45	28	-	375	285.83*
Percentage	46.66	33.86	12	7.46	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 35 shows that the calculated x2 value was found to be 285.83, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers treat students without discrimination," is accepted.

Table 36: Teachers guide and appreciate the students to develop sense of humour.

	SA	A	UD	DA	SDA	Total	X2
Responses	126	211	38	-	-	375	449.54*
Percentage	33.6	56.26	10.13	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 36 shows that the calculated x2 value was found to be 449.54, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers guide and appreciate the students to develop sense of humour," is accepted.

Table 37: Teachers help students to acquire good manners and habits.

	SA	A	UD	DA	SDA	Total	X2
Responses	149	226	-	-	-	375	602.02*
Percentage	39.73	60.26	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 37 shows that the calculated x2 value was found to be 602.02, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers help students to acquire good manners and habits," is accepted.

Table 38: Teachers write articles / books on topic related to their subjects.

	SA	A	UD	DA	SDA	Total	X2
Responses	122	169	9	75	-	375	280.34*
Percentage	32.53	45.06	2.4	20	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 38 shows that the calculated x2 value was found to be 280.34, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers write articles / books on topic related to their subjects," is accepted.

Table 39: Teachers participate in professional development activities provided by different organizations.

	SA	A	UD	DA	SDA	Total	X2
Responses	119	223	19	14	-	375	484.27*
Percentage	31.73	59.46	5.06	3.73	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 39 shows that the calculated x2 value was found to be 484.27, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers participate in professional development activities provided by different organizations," is accepted.

Table 40: Teachers establish healthy relationship with parents of the students.

	SA	A	UD	DA	SDA	Total	X2
Responses	47	191	27	110	-	375	311.91*
Percentage	12.53	50.93	7.2	29.33	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 40 shows that the calculated x2 value was found to be 311.91, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers establish healthy relationship with parents of the students," is accepted.

Table 41: Teachers perform their duty regularly and punctually.

	SA	A	UD	DA	SDA	Total	X2
Responses	225	150	-	-	-	375	600*
Percentage	60	40	-	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 41 shows that the calculated x2 value was found to be 600, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers perform their duty regularly and punctually," is accepted.

Table 42: Teachers give feedback to the students with constructive criticism.

	SA	A	UD	DA	SDA	Total	X2
Responses	117	216	24	18	-	375	441.16*
Percentage	31.2	57.6	6.4	4.8	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 42 shows that the calculated x2 value was found to be 441.16, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers give feedback to the students with constructive criticism," is accepted.

Table 43: Teachers give individual attention to the students, in spare time, and suggest something nice to them.

	SA	A	UD	DA	SDA	Total	X2
Responses	167	190	18	-	-	375	482.25*
Percentage	44.53	50.66	4.8	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 43 shows that the calculated x2 value was found to be 482.25, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers give individual attention to the Students, in spare time, and suggest something nice to them," is accepted.

Table 44: Teachers focus on character building of the students.

	SA	A	UD	DA	SDA	Total	X2
Responses	141	215	19	-	-	375	511.22*
Percentage	37.6	57.33	5.06	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 44 shows that the calculated x2 value was found to be 511.22, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers focus on character building of the students," is accepted.

Table 45: Teachers use different techniques such as observation, rating scale, peer appraisal and check list for assessing the students.

	SA	A	UD	DA	SDA	Total	X2
Responses	110	131	74	60	-	375	136.153*
Percentage	29.33	34.93	19.73	16	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 45 shows that the calculated x2 value was found to be 136.153, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers use different techniques such as observation, rating scale, peer appraisal and check list for assessing the students," is accepted.

Table 46: Teachers use tests only for promoting the students.

	SA	A	UD	DA	SDA	Total	X2
Responses	42	144	25	131	33	375	176.66*
Percentage	11.2	38.4	6.66	34.93	8.8	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 46 shows that the calculated x2 value was found to be 176.66, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers use tests only for promoting the students," is accepted.

Table 47: Teachers give proper time to get reply from students.

	SA	A	UD	DA	SDA	Total	X2
Responses	161	163	23	-	28	375	342.36*
Percentage	42.93	43.46	6.13	-	7.46	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 47 shows that the calculated x2 value was found to be 342.36, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers give proper time to get reply from students," is accepted.

Table 48 Students make complaints against teachers to the head of the institutions.

	SA	A	UD	DA	SDA	Total	X2
Responses	-	74	69	123	109	375	121.62*
Percentage	-	19.73	18.4	32.8	29.06	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 48 shows that the calculated x2 value was found to be 121.62, which is greater than the table value at 0.05 level. Since the trend of responses was found towards negative, thus the statement, "Students make complaints against teachers to the head of the institutions," is negatively accepted.

Table 49 Teachers provide opportunity to students to increase participation through asking questions.

	SA	A	UD	DA	SDA	Total	X2
Responses	200	149	10	16	-	375	459.08*
Percentage	53.33	39.73	2.66	4.26	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 49 shows that the calculated x2 value was found to be 459.08, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers provide opportunity to students to increase participation through asking questions," is accepted.

Table 50: Teachers summarize, establishing link between present learning with earlier as well as future learning, creating a sense of achievement in students.

	SA	A	UD	DA	SDA	Total	X2
Responses	93	252	6	24	-	375	595.2*
Percentage	24.8	67.2	1.6	6.4	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 50 shows that the calculated x2 value was found to be 595.2, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers summarize, establishing link between present learning with earlier as well as future learning, creating a sense of achievement in students," is accepted.

Table 51: Teachers check the given assignments of the students in time.

	SA	A	UD	DA	SDA	Total	X2
Responses	99	246	22	8	-	375	569.86*
Percentage	26.4	65.6	5.86	2.13	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 51 shows that the calculated x2 value was found to be 569.86, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers check the given assignments of the students in time," is accepted.

Table 52: Important qualities of teacher's behavior, three most important qualities of teachers behavior.

Qualities of teacher's	Responses	Percentage
Punctuality, Honesty, Hardworking	180	48.00
Friendly, Sympathetic, Committed	98	26.13
Cooperative, Kind, Caring.	40	10.66
Polite, Patience, dedication	36	9.60
Frank questioning from students, Facilitating Students in their learning process, Disciplining the students in their normal and academic life.	21	5.60

Table 53: Causes, which affect the academic achievement of the college students causes which affect the academic achievement.

Causes	Responses	Percentage
Frankness with students, helping students at any rate disorganized in record keeping	**189**	**50.40**
Lenient, Little tolerance, No undue submission	85	**22.66**
Strict, Moody, Aggressive Not punctual,	65	17.33
Lack of will power, Lack of confidence	20	5.33
Anger, confusion, Lack of communication	16	4.26

Table 54: Measures to improve the impact of teachers' behaviour on the academic achievement of the college s students

Proposed measures	Responses	Percentage
Policy of all students should be maintained, No discrimination.	150	40.00
Justice should be maintained in all matters.	105	28.00
Work should be for the advancement of academies	58	15.46
Teachers should be regular, punctual and honest	35	9.33
Teachers should always encourage the students in every field of life.	19	5.06
Teachers must be provided a relaxed and easy environment to work with full attention, this can improve their efficiency.	8	2.13

Responses Of Students

Table 55: Teachers have command on their subjects.

	SA	A	UD	DA	SDA	Total	x2
Responses	560	850	40	40	10	1500	1964.65*
Percentage	37.33	56.66	2.66	2.66	0.66	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 55 shows that the calculated x2 value was found to be 1964.65, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers have command on their subjects," is accepted.

Table 56: Teachers come and leave the class on time.

	SA	A	UD	DA	SDA	Total	x2
Responses	730	620	40	100	10	1500	1596.65*
Percentage	48.66	41.33	2.66	6.66	0.66	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 56 shows that the calculated x2 value was found to be 1596.65, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers come and leave the class on time," is accepted.

Table 57: Teachers are friendly and approachable for you.

	SA	A	UD	DA	SDA	Total	x2
Responses	450	940	35	67	08	1500	2139.58*
Percentage	30	62.66	2.33	4.46	0.53	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 57 shows that the calculated x2 value was found to be 2139.58, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers are friendly and approachable for you," is accepted.

Table 58: Teachers come in class well prepared for teaching.

	SA	A	UD	DA	SDA	Total	x2
Responses	480	753	157	20	90	1500	1268.52*
Percentage	32	50.2	10.46	1.33	6	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 58 shows that the calculated x2 value was found to be 1268.52, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers come in class well prepared for teaching," is accepted.

Table 59: Teachers start the lesson in an appropriate manner and finish it in a planned way.

	SA	A	UD	DA	SDA	Total	x2
Responses	375	900	225	0	0	1500	1837.5*
Percentage	25	60	15	-	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 59 shows that the calculated x2 value was found to be 1837.5, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers start the lesson in an appropriate manner and finish it in a planned way,” is accepted.

Table 60: Teachers check student’s assignments in time.

	SA	A	UD	DA	SDA	Total	x2
Responses	825	600	-	75	-	1500	1987.5*
Percentage	55	40	-	5	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 60 shows that the calculated x2 value was found to be 1987.5, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers check students assignments in time,” is accepted.

Table 61: Teachers share their personal experience with students.

	SA	A	UD	DA	SDA	Total	x2
Responses	409	693	130	225	43	1500	889.51*
Percentage	27.26	46.2	8.66	15	2.86	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 61 shows that the calculated x2 value was found to be 889.51, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers share their personal experience with students,” is accepted.

Table 62: Teachers discourage and insult students in front of the whole class.

	SA	A	UD	DA	SDA	Total	x2
Responses	221	451	72	377	379	1500	310.64*
Percentage	14.73	30.06	4.8	25.13	25.26	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 62 shows that the calculated x2 value was found to be 310.64, which is greater than the table value at 0.05 level. Since, the trend of responses was found towards negative, thus the statement, “Teachers discourage and insult students in front of the whole class,” is negatively accepted.

Table 63: Teachers give students individual attention in their spare time, and suggest something nice.

	SA	A	UD	DA	SDA	Total	x2
Responses	408	691	130	09	262	1500	931.89*
Percentage	27.2	46.06	8.66	0.6	17.46	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 63 shows that the calculated x2 value was found to be 931.89, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers give students individual attention in their spare time, and suggest something nice," is accepted.

Table 64: Students enjoy friendly and mutual trust with teachers.

	SA	A	UD	DA	SDA	Total	x2
Responses	525	820	63	92	-	1500	1701.52*
Percentage	35	54.66	4.2	6.13	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 64 shows that the calculated x2 value was found to be 1701.52, which is greater than the table value at 0.05 level. Hence, the statement, "Students enjoy friendly and mutual trust with teachers," is accepted.

Table 65: Teachers provide relevant information to explain the points of subject matter to the students.

	SA	**A**	**UD**	**DA**	**SDA**	**Total**	**x2**
Responses	333	984	59	36	88	1500	2194.21*
Percentage	22.2	65.6	3.93	2.4	5.86	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 65 shows that the calculated x2 value was found to be 2194.21, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers provides relevant information to explain the points of subjects matter to the students," is accepted.

Table 66: Teachers behave more nicely to some students.

	SA	**A**	**UD**	**DA**	**SDA**	**Total**	**x2**
Responses	299	447	450	78	226	1500	329.56*
Percentage	19.93	29.8	30	5.2	15.06	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 66 shows that the calculated x2 value was found to be 329.56, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers behave more nicely to some students," is negatively accepted.

Table 67: Teachers give emphases on completion of course in time.

	SA	A	UD	DA	SDA	Total	x2
Responses	391	740	179	69	121	1500	10064.4*
Percentage	26.06	49.33	11.93	4.6	8.06	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 67 shows that the calculated x2 value was found to be 10064.4, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers give emphases on completion of course in time," is accepted.

Table 68: Teachers appreciate students with good words, when they perform well in the class.

	SA	A	UD	DA	SDA	Total	x2
Responses	739	528	78	122	33	1500	1323.2*
Percentage	49.22	35.2	5.2	8.13	2.2	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 68 shows that the calculated x2 value was found to be 1323.2, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers appreciate students with good words, when they perform well in the class," is accepted.

Table 69: Teachers appear confident and competent during lecture

	SA	A	UD	DA	SDA	Total	x2
Responses	639	642	95	124	-	1500	1316.28*
Percentage	42.6	42.8	6.33	8.26	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 69 shows that the calculated x2 value was found to be 1316.28, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers appear confident and competent during lecture," is accepted.

Table 70: Teachers like some students and favour them unduly.

	SA	A	UD	DA	SDA	Total	x2
Responses	330	510	283	225	152	1500	298.97*
Percentage	22	34	18.86	15	10.13	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 70 shows that the calculated x2 value was found to be 298.97, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers like some students and favour them unduly," is negatively accepted.

Table 71: Teachers dress-up formally, neatly and soberly.

	SA	A	UD	DA	SDA	Total	x2
Responses	688	606	56	42	108	1500	1357.14*
Percentage	45.86	40.4	3.73	2.8	7.2	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 71 shows that the calculated x2 value was found to be 1357.14, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers dress-up formally, neatly and soberly," is accepted.

Table 72: During teaching teachers use reference books and prepared notes.

	SA	A	UD	DA	SDA	Total	x2
Responses	305	794	151	143	107	1500	1093.853*
Percentage	20.33	52.93	10.06	9.53	7.13	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 72 shows that the calculated x2 value was found to be 1093.853, which is greater than the table value at 0.05 level. Hence, the statement, "During teaching teachers use reference 87 books and prepared notes," is accepted.

Table 73: Teachers become nervous on asking questions during teaching

	SA	A	UD	DA	SDA	Total	x2
Responses	97	102	301	700	300	1500	801.373*
Percentage	6.46	6.8	2.06	46.66	20	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 73 shows that the calculated x2 value was found to be 801.373, which is greater than the table value at 0.05 level. Since the trend of responses was found to give negative, the statement, "Teachers become nervous on asking questions during teaching," is negatively accepted.

Table 74: Teachers encourage students for co- curricular activities.

	SA	A	UD	DA	SDA	Total	x2
Responses	543	407	197	153	200	1500	651.71*
Percentage	36.2	27.13	13.13	10.2	13.33	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 74 shows that the calculated x2 value was found to be 651.71, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers encourage students for co- curricular activities," is accepted.

Table 75: Students are satisfied with teacher's methodology.

	SA	A	UD	DA	SDA	Total	x2
Responses	450	588	300	162	-	1500	714.96*
Percentage	30	39.2	20	10.8	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 75 shows that the calculated x2 value was found to be 714.96, which is greater than the table value at 0.05 level. Hence, the statement, "Students are satisfied with teacher's methodology," is accepted.

Table 76: Teachers take extra time to explain difficult points.

	SA	A	UD	DA	SDA	Total	x2
Responses	600	549	101	250	-	1500	947*
Percentage	40	36.6	6.73	16.66	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 76 shows that the calculated x2 value was found to be 947, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers take extra time to explain difficult points," is accepted.

Table 77: Teachers relate the topic with real life through different examples.

	SA	A	UD	DA	SDA	Total	x2
Responses	486	864	78	72	-	1500	1813.2*
Percentage	32.4	57.6	5.2	4.8	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 77 shows that the calculated x2 value was found to be 1813.2, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers relate the topic with real life through different examples," is accepted.

Table 78: Teachers use different teaching techniques.

	SA	A	UD	DA	SDA	Total	x2
Responses	411	695	289	-	105	1500	988.3*
Percentage	27.4	46.33	19.26	-	7	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 78 shows that the calculated x2 value was found to be 988.3, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers use different teaching techniques," is accepted.

Table 79: Teachers listened patiently responses of the students.

	SA	A	UD	DA	SDA	Total	x2
Responses	243	857	180	100	120	1500	1334.32*
Percentage	16.2	57.13	12	6.66	8	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 79 shows that the calculated x2 value was found to be 1334.32, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers listened patiently responses of the students," is accepted.

Table 80: Teachers are punctual in their duties.

	SA	A	UD	DA	SDA	Total	x2
Responses	638	512	183	50	117	1500	896.21*
Percentage	42.53	34.13	12.2	3.33	7.8	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 80 shows that the calculated x2 value was found to be 896.21, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers are punctual in their duties," is accepted.

Table 81: Teachers use their voice effectively, during teaching.

	SA	A	UD	DA	SDA	Total	x2
Responses	500	680	300	20	-	1500	1175.9*
Percentage	33.33	45.33	20	1.33	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 81 shows that the calculated x2 value was found to be 1175.9, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers use their voice effectively during the teaching," is accepted.

Table 82: Teachers motivate the students through different techniques.

	SA	A	UD	DA	SDA	Total	x2
Responses	445	749	144	112	50	1500	1149.26*
Percentage	29.66	49.93	9.6	7.46	3.33	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 82 shows that the calculated x2 value was found to be 1149.26, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers motivate the students through different techniques," is accepted.

Table 83: Teachers come in class with happy mood.

	SA	A	UD	DA	SDA	Total	x2
Responses	450	633	227	117	73	1500	745.78*
Percentage	30	42.2	15.13	7.8	4.86	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 83 shows that the calculated x2 value was found to be 745.78, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers come in class with happy mood," is accepted.

Table 84: Teachers make classroom environment conducive for the learning.

	SA	A	UD	DA	SDA	Total	x2
Responses	200	813	437	26	24	1500	1477.29*
Percentage	13.33	54.2	29.13	1.73	1.6	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 84 shows that the calculated x2 value was found to be 1477.29, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers make classroom environment conducive for the learning," is accepted.

Table 85: Teachers focus on character building of the students.

	SA	A	UD	DA	SDA	Total	x2
Responses	296	509	418	221	56	1500	411.313*
Percentage	19.73	33.93	27.86	14.73	3.73	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 85 shows that the calculated x2 value was found to be 411.313, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers focus on character building of the students," is accepted.

Table 86: Teachers create democratic environment for over all developments of students.

	SA	A	UD	DA	SDA	Total	x2
Responses	44	606	290	303	257	1500	537.09*
Percentage	2..93	40.4	19.33	20.2	17.3	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 86 shows that the calculated x2 value was found to be 537.09, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers create democratic environment for over all developments of students," is accepted.

Table 87: Teachers are involved in different indiscipline activities in institutions

	SA	A	UD	DA	SDA	Total	x2
Responses	33	415	202	434	416	1500	418.42*
Percentage	2.2	27.66	13.46	28.93	27.73	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 87 shows that the calculated x2 value was found to be 418.42, which is greater than the table value at 0.05 level. Since the trend of responses was found toward negative, the statement, "Teachers are involved in different indiscipline activities in institutions," is negatively accepted.

Table 88: Teachers give feed back to the students with constructive criticism

	SA	A	UD	DA	SDA	Total	x2
Responses	209	540	501	250	-	1500	662.6*
Percentage	13.93	36	33.4	16.66	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 88 shows that the calculated x2 value was found to be 662.6, which is greater than the table value at 0.05 level. Hence, the statement, "Teachers give feed back to the students with constructive criticism," is accepted.

Table 89: Different assessment techniques such as observation, rating scale, peer appraisal and checklist are used for assessing the students.

	SA	A	UD	DA	SDA	Total	x2
Responses	223	777	350	56	94	1500	1126.42*
Percentage	14.86	51.8	23.33	3.73	6.26	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 89 shows that the calculated x2 value was found to be 1126.42, which is greater than the table value at 0.05 level. Hence, the statement, "Different assessment techniques such as observation, rating scale, peer appraisal and checklist are used for assessing the students," is accepted.

Table 90: Only tests are used for promoting the students.

	SA	A	UD	DA	SDA	Total	x2
Responses	147	753	150	244	206	1500	976.96*
Percentage	9.8	50.2	10	16.26	13.33	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 90 shows that the calculated x2 value was found to be 976.96, which is greater than the table value at 0.05 level. Hence, the statement, "Only tests are used for promoting the students," is accepted.

Table 91: Teachers provide opportunity to increase participation through asking questions.

	SA	A	UD	DA	SDA	Total	x2
Responses	755	544	101	58	52	1500	1437.22*
Percentage	50.33	36.26	6.73	3.2	3.46	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 91 shows that the calculated x2 value was found to be 1437.22, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers provide opportunity to increase participation through asking questions,” is accepted.

Table 92: Teachers summarize establishing link between the present learning with earlier as well as future learning, creating a sense of achievement

	SA	A	UD	DA	SDA	Total	x2
Responses	290	810	300	100	-	1500	1300.66*
Percentage	19.33	54	20	6.66	-	100	

* Significant df = 4 Table value x2 at 0.05 level = 9.488

Table 92 shows that the calculated x2 value was found to be 1300.66, which is greater than the table value at 0.05 level. Hence, the statement, “Teachers summarize establishing link between the present learning with earlier as well as future learning, creating a sense of achievement,” is accepted.

Table 93: Suggestions and important qualities in the behaviour of a good teacher

Suggestions and important qualities in the behaviour of a good teacher	**Responses**	**Percentage**
Friendly, confident, competent.	740	49.33%
Regular, Punctual, command on relevant subjects	335	22.33%
Humble, Polite, simple but well dressed.	160	10.66%
Having good communication skills, focus on relevant topics, apply all modern techniques When necessary.	128	8.53%
Encouraging, Entertaining, give individual attention	71	4.73%
Democratic , constructive critic, Positive behaviour and good sense of humour.	66	4.4%

Table 94: Suggestions to improve the impact of teacher's behaviour on the academic achievement of college students

Steps for improvement of teacher's behaviour on the academic achievement of college students.	Responses	Percentage
Teachers should come in class with well prepared.	590	39.33%
Teachers should behave equally to the opposite sex.	450	30%
Teachers come in class in time and finish, it when the period over.	226	15.06%
Teachers should keep a little bit distance between a students and himself and do not share his personal problems with the students, especially opposite sex.	139	9.26%
Teachers must possess a strong character.	55	3.66%
Teachers should not discouraged in whole class and give more attention to weak students.	40	2.66%

The results shows that 43 items were accepted out of 49 and only six items were rejected. It means that the generally behaviour of teachers was positive and its impact on the students was also noted as positive. Only 6 items were rejected which showed that teaching job was not the last choice of the teachers and majority of the teachers opined against private tuition. Majority of teachers responded that the college teachers feel difficulties to make eye contact and passing of smile to each and every student due to large size of class and mood of teacher. A majority of teachers opined that white board left unclean by the previous teacher upset their teaching mood. Majority of teachers opined that they are responsible for declining the standard of education and a majority of teachers also opined that their students did not complain their teachers to the heads of the institution. The above results shows that in the opinions of students 33 items were accepted out of 38 and only 5 items were rejected. It means that the generally behaviour of teachers was positive and its impact on the academic achievement of college students was also noted as positive. Only 5 items were rejected which showed that fifty percent teachers did not insult and discourage the students in front of the whole class but forty five percent teachers discourage and insult the students in front of whole class. Majority of the students opined that their teachers behaved more nicely to some students and they gave them undue favour. A

majority of the students opined that their teachers did not become nervous on asking questions during teaching. Majority of the students opined that their teachers were not involved in different indiscipline activities in institutions.

Conclusions: In the light of objectives of the study the statistical analysis and findings of the study, the following conclusions were drawn: Majority of teachers opined that they felt proud and preferred teaching profession than any other profession, for themselves, their children and for their family members. They adjusted themselves within prevailing situation and circumstances by striving for continuous improvement of knowledge and skills. They prepared their lesson adequately by using different teaching aids. Majority of the both teachers and students held that teachers used different motivational techniques such as observation, rating scale, peer appraisal and check list for assessing the students. They consulted latest researches, guided students' friendly, used library and also encouraged the students to use it. Majority of the teachers expressed that they solved their teaching learning problems through action research, they used question answer technique properly and different evaluating techniques and awarded marks in examinations fairly. They also opined that they showed interest and respect for the students, maintained freedom, security, attention in the classroom during the lesson and valued the facial and bodily postures of students to judge the interest of the students in learning. Majority of teacher respondents viewed that they liked to increase their income after duty time. They considered that private tuition as a professional dishonesty. They also expressed that the results of the students determined the competency of teacher. They also admitted that teachers were responsible for declining standard of education. They related the subject matter with real lives of the students. Majority of the teachers' attitude showed that they were respected more than others. They viewed that students were treated without discrimination, students were guided and appreciated to develop the sense of humour, and students were helped to acquire good manners and habits. Majority of the teachers expressed that they wrote articles/books related to their subjects. They participated in professional development activities. They established healthy relationship with parents of the students. They gave feedback to the students with constructive criticisms, suggested students to use spare time nicely and focused on character building of the students. Majority of the both teachers and students opined that teachers followed time table strictly and performed their duty regularly. They established link between previous learning with 100 percent learning and check assignments in time. They viewed that they participated in co-

curricular activities and encouraged the students and they used tests only for promoting students. They gave proper time to get answer from students to increase their participation. Majority of the teachers expressed that their students did not complaint against them to the head of the institution. Majority of the students expressed that their teachers had command on their subjects, they come and left the class on time they were friendly and approachable, they came in class well prepared by starting lesson in an appropriate manner and finishing it in a planned way. Majority of the students opined that their teachers provided relevant information, but behaved more nicely to some students and favoured unduly. Majority of the students held that their teachers were confident, competent and well dressed. They viewed that their teachers used reference books to prepare notes, used satisfactory teaching methodology. The students also expressed that their teachers listened them patiently, used their voice effectively, came in class with happy mood and made classroom environment conducive for learning. Majority of the teachers expressed that it was easy for teachers to make eye contact and passed smile in the class. They held that white board left unclean by the previous teacher upset their teaching mood. Majority of the students opined that their teachers did not discourage and insult students in front of whole class. They did not become nervous on asking questions during teaching, students also viewed that their teachers were not involved in different indiscipline activities. The study revealed that teacher's behaviour towards their students affects' the academic achievement. Higher positive teacher behaviour towards the students led to higher students' academic achievement. Majority of the both teachers and students indicated that important qualities of teacher's behaviour were punctuality, honesty, hardworking, friendly, confident and competency. Majority of the teachers indicated that frankness with students, helping students at any rate, lenient treatment, little tolerance, strict, moody, aggressive attitude, non punctuality, lack of will power, lack of confidence, anger confusion and lack of communications were causes which affected academic achievement of college students. Majority of the respondents expressed that for improving the impact of teacher's behaviour on the academic achievement of the college students, no discrimination in students should be maintained.

Recommendations: In the light of findings and conclusions of the study, following recommendations were made: The study result found that students do not complaint against their teachers to the heads of institution. It is therefore recommended that students be encouraged to point out reasonable shortcomings of their teacher's behaviour before the head of the institutions

so that heads of institutions may take steps to remove the deficiency of teachers. In this way undesired behaviour of teachers may be minimized resultantly the academic achievement of the students can be increased. The study results revealed that white board left unclean by the previous teacher upset their teaching mood. It is recommended that heads of institution be issued instructions to the teachers teaching under their control, not left white board unclean. In this way the teacher's time can be saved and their behaviour can make classroom atmosphere pleasant which is indispensable to increase the performance. The study results as viewed by the students showed that their teachers behave more nicely to some students and favour them unduly. It is, therefore, recommended that teachers' undue favouritism be discouraged. There should be a check by the heads of institutions to make it possible that some students may not be favoured without merit. The study results revealed that punctuality, honesty, hardworking, friendly, confident and competence are more important qualities of teacher's behaviour likewise frankness of teachers with students and helping students at any rate, lenient treatment, little tolerance, strict, moody and aggressive attitude, non punctuality, lack of will power, lack of confidence, anger, confusion and lack of communications are causes which affect academic achievement of the college students. It is therefore, recommended that teacher's behaviour be changed in such a way that the causes which affect the academic achievement can be overcome. These causes can be improved by introducing the subjects (Ethics and Behaviourism) in teacher's training. Correlation between teachers' behaviour and students academic achievement showed that they were highly positive correlated. So positive teacher's behaviour development should be emphasized in teacher training. The training should be based on psychological guidance for which can improve the teacher's behaviour. Before recruitment the teacher should go through a rigorous behaviour measurement process, resultantly teacher can create positive behaviour towards students, which is better for their academic achievement.

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